**After taking the virtual field trip, I was astonished by the interesting information given and the capability of the museum to keep my attention. Not once was I bored from looking at this virtual field trip because I was able to interact with the information, control what I wanted to look at, and the virtual field trip was eye catching. The information was given in a way in which I was interested and wanted to learn more about the whaling industry. I loved the dioramic view that the Smithsonian Museum offered to the virtual field trip takers. I have personally and recently been to the Museum of Natural History with my boyfriend and interacting with the virtual field trip brought back many wonderful memories. I felt as if I was actually in the museum itself.**

**I have thought about how I would integrate this type of activity into my classroom curriculum. To use these activities, I would integrate the virtual field trips with the information that was being taught. I would use these activities as a type of encouragement to my students. For example, when I would teach information about the human skeletal system and animal skeletal systems, I would use** <http://www.eskeletons.org/> to introduce the topic. I would allow my students to access this website in class and give them about half an hour to interact with the website. I would most likely have the students work in pairs and select one of the animal skeletal systems and history to research. Then I would have my students present to the rest of the class the information that they learned from the website.

Virtual field trips can be very useful in areas where money is not always an option for schools, such as low economic areas. Students are still able to do something out of the norm from their daily routine, learn information, and have fun. Plus these field trips require no funds, permission slips, transportation, or chaperones- just at least one computer.